

MATH

Beginning of
Year Handouts

2025-2026

Version 26

blank

CLASS PROCEDURES (Ver 26.1)

0. The GRADEBOOK is the final word on all assignments and grades. If something appears in the gradebook, it is to be completed and submitted. Address any problems with grades using the weekly Parent Viewer. **Make corrections ASAP. Do not wait.**

1. NO CELLPHONES, HATS, HOODIES or EARBUDS. These items WILL be confiscated. **NO VISIBLE or AUDIBLE devices, earbuds, or WIRES.** All such devices will be confiscated, on sight, pending a parental conference. **No WARNINGS. NEW RULE: NO PHONES FOR MIDDLE SCHOOL!**

2. DRESS CODE

Students must dress in accordance with the Doral Academy dress code.

3. EXCESSIVE ABSENCES Students accumulating 10 or more hours of unexcused absences may have grades or credit withheld. Get a note from the office to excuse absences. **It is the responsibility of each student to update excused absences in the gradebook. Submit updates with Parent Viewer.**

4. NO PASSES FROM CLASS WILL BE ISSUED.

Each student will have TWO (2) emergency passes per semester. Please use these passes ONLY in extreme emergencies because you will not get any more. Students with medical problems should bring a medical excuse.

5. BE IN YOUR ASSIGNED SEAT BEFORE THE BELL RINGS.

The classroom door may be closed and/or locked at the bell (especially after lunch)

6. DO NOT THROW ANY OBJECTS IN THE CLASSROOM

This will be an automatic conduct cut. **NO WARNINGS.**

7. FORMAT FOR INFORMATION HEADER FOR ALL

ASSIGNMENTS In order to receive proper credit, all assignments must have a header in the top right hand corner of every assignment with the following information. Period-School (1-3029,2-6030,3-7009,4-7020), Class ID (assigned in class), name, date, ALL information from the Gradebook (including the assignment number) and your Buddy's name. Papers without complete headers will not receive credit. **Incomplete header means automatic 5-10 pt deduction!**

Put your header on the top of THIS page right now.

3-1
#18
Rivero, John
August 20, 2023
#1:Class Procedures
Buddy: Joe S.

8. SUPPLIES

Each student MUST bring all necessary supplies to class each day. Required supplies include: A 3-ring binder, pencil case, paper, pen/pencil, calculator(math), and a textbook. A three-hole punch is useful.

9. FORMS

Many forms for class are available at <http://www.springssoft.com/downloads.htm>

10. TEXT BOOK

Each student will fill out a STUDENT INFORMATION SHEET (SIS) and then be issued a textbook. Students will be charged for excessive wear or lost textbooks. Students returning textbooks with missing, damaged or incorrect ID labels will be charged the full price of the book. **BE SURE** to exchange returned textbooks for the SIS when exiting the class to prevent lost textbook charges.

11. NOTEBOOK (THIS IS IMPORTANT)

A complete notebook is a very important part of each student's grade. See notebook guidelines.

12. PARENT VIEWER (PV) GRADE REPORTS

The school provides a website with a record of all grades for your child. **EVERY MONDAY***, each student will submit the following package. **2) PV–10pts 3) Journals/Moodle-10pts, 4) Parent Signature–50 pts 5) Explain 6) Online 7)SelfGrade-10pts.** The PV should be stored in the Test and Quizzes section of the notebook. Use a PV scoring cover page.

*PV's will be due in whenever your class meets on the first day of that week. Check gradebook for exact dates.

13 IN-BOX

All work must be turned in BEFORE the tardy bell. All work should be placed in the IN-BOX. Place assignments in the box in the **proper direction.** (**SEE ARROWS ON WALL**) Once the bell rings work will be considered LATE and is subject to a 5-10 point grade reduction.

14. CLASSROOM BUDDY (IMPORTANT!)

Each student will choose a classroom buddy. In case of a missed class, a student would expect the buddy to take an additional copy of all handouts and/or assignments for that class period. **Grade reductions will be made for not keeping up with assignments for both buddies. BE SURE TO DO THIS.**

15. SUBMITTING LATE/UNRECORDED ASSIGNMENTS

Students are responsible for **ALL** assignments, even when absent or on a field trip. Missing in-class assignments and tests are done AFTER school hours and must be completed within 3 school days for complete credit. **Get missed assignments from your BUDDY.** To submit, print a copy of the Parent Viewer, highlight the missing assignment(s), and place in the IN-BOX. **REMEMBER: A + F = F!**

16. EXTRA CREDIT

Extra credit assignments occur periodically during the year. Students should make an effort to submit extra credit assignments. Do not wait until the end of a marking period to worry about your grade

17. CLEAN UP YOUR AREA BEFORE LEAVING CLASS EACH DAY

Please do not leave discarded papers, wrappers, Kleenex or any other trash behind when leaving class. Clear your table, and the area around the table of all clutter. Push your chair in.

18. EMAIL

Each **parent and student** should send me an e-mail from their email account. Address email to skoski@doralacademyprep.org. SUBJECT LINE **STUDENT: S_0103#06JONES,BETSY PARENT P_0103#06JONES,BETSY (no spaces).** Please include your name and all phone numbers in the BODY of the message.

19. A Copy of this form should be retained by the parents and another copy should be stored in the student notebook in the REFERENCE section.

We have read and understood these rules and grading procedures and will abide by them. If there are any problems or concerns we will contact Mr. Koski at 305-591-0020 or skoski@doralacademyprep.org Please initial all 19 points

PRINT Name (Student)

Signature

PRINT Name (Par/Guard)

Signature

Class Time

Daytime Phone

PRINT Name (Par/Guard)

Signature

Class Time

Daytime Phone

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PRINT Name (Student)

Signature

PRINT Name (Par/Guard)

Signature

Class Time

Daytime Phone

PRINT Name (Par/Guard)

Signature

Class Time

Daytime Phone

Mathematics Notebook Specifications (Version 26)

Each student will maintain a **Notebook**. The Notebook must be brought to class each day. It will be collected **EACH** marking period in the week prior to the final grade. Additional "spot checks" will occur at the teacher's discretion. The notebook is an important part of your grade. **YOU MUST have a new grading sheet for EACH marking period. A setup grade is required for all gradings.** Always check for "Common Mistakes" before submitting a notebook.

Cover, Supplies and Scoring Sheet, Math Notebook SELF GRADING sheet AND Submission Date– 5%

The folder should be a hardcover 3-ring binder in good condition. The course name, and the student's header information should be clearly displayed on the front cover. It is best to get a folder with a clear plastic sleeve on the cover, otherwise write this information clearly on a attached label or in a contrasting color.

Each notebook should have a place to store pencils, pens, erasers and other supplies.

The scoring sheet should be in the inside front pocket of the notebook. **BE SURE to put the submission date in the box at the top of the scoring column.**

Table of Contents – 15%

Notebooks without a Table of Contents WILL NOT be graded. All pages must be numbered and listed in the Table of Contents. You should number and date your pages as you place them in the book. There will be a separate page for each of the five sections. Journals and Notes should be created at the beginning of every marking period.

The following five sections are required and must be separated with labelled dividers. They **MUST** be in this order.

1. Classroom Notes - 30% **SETUP PAGES FOR NOTEBOOK**

There must be an entry for **EACH DAY** of class. Included in each entry should be the date, **homework assignment(s), and a description of the day's activities**. If class consists of worksheets or computer work, use the note pages for your work. **ALL** Classroom notes pages must be "setup" at the beginning of each marking period. . Each page should have the date and the "day of the marking period" in the top, right corner clearly written in INK. **No crossouts, whiteouts or erasures**. Have a page for each day in the marking period. Organize them using the **Cornell** note-taking system. Each page should have a DATE and the DAY NUMBER. Get DAY NUMBERS from the calendar. Include the "OH, YEAH" page each week on the first day of class in that week. **ALL PAGES SHOULD BE THE SAME TYPE and SIZE.**

2. Journal – 20% **SETUP PAGES FOR NOTEBOOK** (about 24 pages per marking period. Single sided)

There must be a half-page journal entry for **EACH DAY**. The journal should be a record of your thoughts, problems and/or ideas. There is a list of suggested journal topics on the website. Topics can also be derived from the list of mathematical websites. Each page should have a DATE and the DAY NUMBER. Get DAY NUMBERS from the calendar. Remember, GOOD journals earn extra points. Journals must **COVER** the entire page, top to bottom, left to right. **JOURNALS must be in INK and be original work.** Journals for the previous week will be submitted every Monday with the signed Parent Viewer. Be sure to include the Parent Viewer scoring Page with your submission.

3. Homework - 10% **SETUP PAGES FOR NOTEBOOK.** Include FULL Header for all known assignments INCLUDING online!

This section should include all homework. When an assignment is returned write a PAGE NUMBER and the date returned on the bottom right corner of the first page. Record the assignment on the Homework Table of Contents page. See details on submitting homework. (Homework should always be "pre-graded" before submission.)

4. Test, Quizzes and Classwork - 10% **NO SETUP, but be sure to include pages before final grading**

This section should include all graded tests and quizzes and any work done in class. When you receive a graded assignment put the PAGE NUMBER and the date returned on **the bottom right side** of the first page. Record the assignment in the appropriate Table of Contents. **This number is the major cause of lowered grades. Do it CORRECTLY!**

5. Reference Sheets and Handouts - 10% **NO SETUP, but be sure to include pages before final grading.**

When receiving a reference sheet or handout, write a PAGE NUMBER and the date received on the bottom right corner of the first page. Enter this sheet in the Table of Contents. *(You may retain reference sheets each period, but do not include old pages in the new Table of Contents.*

Overall Impression

The teacher may adjust the final grade here depending on the overall impression of the notebook.

Extra Credit-Include any extra credit assignments here. (Optional)

Math Notebook

Grading Sheet (v26)

PER ____ - ____

NAME (Last,First) _____
DATE _____
ASSIGNMENT: NOTEBOOK **MP: 1 2 3 4 (circle)**

SUBMISSION DATE													
		Points					Pt	SETUP	2	3	4	5	6
	Cover/Supplies/Grad/SGrad	0	2	4	5		5						
	Table of Contents	0	3	6	9	12	15						
1	Classroom Notes – (Oh, Yeah!)	0	5	10	15	20	25	30					
2	Journals	0	5	10	15	20							
3	Homework (include for online)	0	5	(#/date)			10						
4	Tests, Quizzes, Classwork	0	5	(#/date)			10						
5	Reference/Handouts	0	5	(#/date)			10						
		Subtotal											
	NO SETUP Grade	-20							-20	-20	-20	-20	-20
	Extra Credit	5	10	15	20								
		Final Score											

Common Mistakes:

1. No label on Cover.
2. Cover dirty or damaged.
3. No Score sheet and/or **No Math NOTEBOOK Self Grading Sheet**
4. No Supplies
5. Loose pages
6. No Table of Contents
7. Sections in incorrect order/Missing Sections
8. Table of Contents does not match actual pages
9. Missing Notes pages

10. Notes Pages missing date and/or Day number. **In INK for ALL days**
11. Missing Journal Pages
12. Journals don't fill entire page **NO white space allowed!**
13. Journal Pages missing date and/or Day number
14. Journals not in **INK**.
15. No Dates/Sequence numbers on bottom of returned (# /date)
16. Cross-outs, overwrites, whiteout, pencil on dates/page numbers
17. **You MUST use a new grading sheet for EACH marking Period**
18. **You must have a setup grade on this grading sheet (-20)**

Math NOTEBOOK Self Grading (V26)

(Turn in this sheet with every Parent Viewer)

Use the guidelines below to determine the notebook's grade. Make corrections to your notebook until it has the grade that you want. After you complete this sheet, fill out the notebook grading sheet and submit your notebook. I will be looking for **differences** in your grade and my grade. Missing/Incomplete items will be penalized at twice the usual rate.

Cover

- ☐ FULL Header
- ☐ Permanent Writing (no tape, staples, cg etc)

Table of Contents – ALL information filled out

- ☐ 4 pages
- ☐ Assignments match actual papers
- ☐ Footer information is correct

Classroom Notes

- ☐ There should be 23-24 pages
- ☐ Notes have headers (date and day number) in ink
- ☐ Notes show significant work/lesson details
- ☐ All notes pages are present
- ☐ Cornell format

Journals

- ☐ There should be 23-24 pages
- ☐ Journals have headers (date and day number) in ink
- ☐ Headers can be written on each half page OR both headers can be written at top right
- ☐ Journals COMPLETELY fill the page

Homework

- ☐ Header should be readable and neat
- ☐ Grade should be assigned, there should be a complete list of problems that are completed and there should be a complete list of problems that are incomplete. WRITE EACH PROBLEM NUMBER
- ☐ Solutions for missing problems should be written in an alternate color.
- ☐ Footers should be on the bottom right corner and be consistent with the TOC's (footers should be date that you got the assignment back and the page number in the TOC)
- ☐ Name should be written in center line of journals

Tests, Quizzes, Classwork

- ☐ Header should be readable and neat
- ☐ Footers should be on the bottom right corner and be consistent with the TOC's (footers should be date that you got the test back and the page number in the TOC)

References

- ☐ Footers should match entry in TOC (contains date that you got it and the page number of TOC)

This notebook belongs to: _____

Notebook Graded By: _____

Comments:

This page is intentionally blank

Table of Contents

Pg #		Grade Info			
	Date	GRD	WT	EC	Description
1					
2					
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23					

Pg #		Write Grade in appropriate column			
	Date	GRD	WT	EC	Description
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25					
26					
27					
28					
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32					
33					
34					
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37					
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42					
43					
44					
45					
46					

Table of Content Entries, dates and descriptions, should match the information on the parent viewer. Write the grade received in the appropriate column: TOC's will be graded by randomly checking entries using the assignment sheet. Use this TOC for HOMEWORK and TESTS, QUIZZES and CLASSWORK. GRD=GRADE WT=WEIGHT EC=EXTRA CREDIT

This page is intentionally blank

Table of Contents: _____

	Date	Topic
1		
2		
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Use for Notes, Journals and References.

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Cornell Notes

The Cornell method of note taking offers several advantages. It results in more organized notes. It allows students to quickly identify key words and key concepts from a lecture. The notes can easily be used as a study guide for exam preparation. The arrangement of information is aesthetically pleasing and easy to scan, making it easy to locate particular pieces of information. The strategy may be adapted to a number of presentation formats.

Directions for using the Cornell method are as follows.

1. Divide the paper

- Use loose leaf notebook paper and write on one side of the page only.
- Divide the paper vertically by drawing a line from top to bottom about 2" from the left side of the page.

2. Documentation

- Write **Date and Page Number** on the top right corner of each page during initial SETUP.

3. Record notes

- During lecture, record the main ideas and concepts on the right side of the page. This is the notes column.
- Rephrase the information in your own words before writing it down.
- Record tracking information when you don't understand or can't follow. (Ask questions to slow teacher down if necessary)
- Avoid writing in complete sentences; use symbols and abbreviations instead.

4. Review and Clarify

 Record **DATE/Time** for each session.

- As soon after class as possible, review the notes in the right column and clarify any ambiguous information.
- Compare the information with the book and/or other students' notes.
- Then pull the main ideas, concepts, terms, places, dates, and people from the right column and record them in the left-hand recall column.

5. Summarize

- Prepare a summary of the lecture material and record it at the end of the notes.
- The summary may be in sentences or short phrases. It should include only the main ideas from the lecture.

6. Study

- Use both sections of the notes to prepare for quizzes and exams.

Day Number & Date

recall column

notes column

summary

springsoft.com

TOPIC	Day Number Date
-----2 1/2"---	----- 6"-----
In this section: Reduce ideas and facts to concise jottings and summaries as cues for Reciting, Reviewing, and Reflecting.	In this section: Record the lecture as fully and as meaningfully as possible.

The format provides the perfect opportunity for following through with the 5 R's of note-taking. Here they are:

1. **Record.** During the lecture, record in the main column as many meaningful facts and ideas as you can. Write legibly.
2. **Reduce.** As soon after as possible, summarize these ideas and facts concisely in the Recall Column. Summarizing clarifies meanings and relationships, reinforces continuity, and strengthens memory. Also, it is a way of preparing for examinations gradually and well ahead of time.
3. **Recite.** Now cover the column, using only your jottings in the Recall Column as cues or "flags" to help you recall, say over facts and ideas of the lecture as fully as you can, not mechanically, but in your own words and with as much appreciation of the meaning as you can. Then, uncovering your notes, verify what you have said. This procedure helps to transfer the facts and ideas of your long term memory. **Work with a friend-record Date and Time.**
4. **Reflect.** Reflective students distill their opinions from their notes. They make such opinions the starting point for their own musings upon the subjects they are studying. Such musings aid them in making sense out of their courses and academic experiences by finding relationships among them. Reflective students continually label and index their experiences and ideas, put them into structures, outlines, summaries, and frames of reference. They rearrange and file them. Best of all, they have an eye for the vital-for the essential. Unless ideas are placed in categories, unless they are taken up from time to time for re-examination, they will become inert and soon forgotten. **Use your Journals for reflection. Record Date and Time.**
5. **Review.** If you will spend 10 minutes every week or so in a quick review of these notes, you will retain most of what you have learned, and you will be able to use your knowledge currently to greater and greater effectiveness.

Generate Questions

Approach the lecture notes as a series of answers to questions. Translate the answers into questions, recording the questions in the left column (if the Cornell format is used) or on flash cards (with the answers on the back). If you can't think of a question for a section of notes, put a "?" in the margin and seek clarification from the instructor or book.

Write the questions as soon after class as possible. If you generate questions while the information is still fresh, you'll find that the process of asking questions helps you focus on the essential material. Each time you go to lecture, your notes will become increasingly more organized. You won't have to work at organizing the notes. Since question-asking helps you understand things more clearly, you'll begin to anticipate the questions as the instructor shifts topics.

Write questions for all information recorded in the notes: names, terms, concepts, dates, numbers, symbols, formulas, and illustrations.

#17
9/28/2010

Multi-step Equations

Remember → Combining like terms with expressions
 $3x^2 + x^2 + 3x + 4x + 8$
 $3x^2 + x^2 + (-x + 4x) + (-2 + 8)$
 $4x^2 + 3x + 6 = (4x^2 + 3x + 6)$

Expressions vs. equations → Expressions don't have an equal sign and equations do.
 → For multi-step equations, you need to combine like terms first.

Examples

① $4x + 6 - 2x = 14$ check:
 $4x + 6 - 2x = 14$
 $4(4) + 6 - 2(4) = 14$
 $16 + 6 - 8 = 14$
 $16 + 6 - 8 = 14$
 $14 = 14 ✓$

$$\begin{array}{r} 4x + 6 - 2x = 14 \\ 2x + 6 = 14 \\ -6 \quad -6 \\ \hline 2x = 8 \\ \div 2 \quad \div 2 \\ \hline x = 4 \end{array}$$

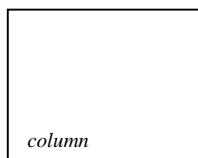
② $-8 + 5x - 2x = 7$ check:
 $-8 + 5x - 2x = 7$
 $-8 + 5(5) - 2(5) = 7$
 $-8 + 25 - 10 = 7$
 $-8 + 25 - 10 = 7$
 $7 = 7 ✓$

$$\begin{array}{r} -8 + 5x - 2x = 7 \\ -8 + 3x = 7 \\ 3x - 8 = 7 \\ +8 \quad +8 \\ \hline 3x = 15 \\ \div 3 \quad \div 3 \\ \hline x = 5 \end{array}$$

Summary: Instructions and Examples for solving Multi-Step Equations. See Journals #18, #19 for reflections on this topic.

Submitted: Assignment #10 Grade=100, Journal 3

Recall/ QUESTIONS	Notes
<p>remember to review lesson during study time after class.</p> <p>I redid the proof of integrals from page 243</p> <p>What is the definition of AREA?</p> <p>A: # of squares that cover the object.</p>	<p>Measures: Why we measure? What do we measure?</p> <p>ex: Area, # of squares</p> <p>ex: Exponents: # of factors that are not equal to 1</p> <p>note: 1 has a special purpose. It is the IDENTITY. That means in terms of multiplication, one doesn't make any changes. When you multiply a number by 1, you get no change. Just like adding zero.</p> <p>Area. Count the squares. There are many shortcuts for counting.</p> <p>If objects are arranged in a line. Enumerate (1,2,3...</p> <p>If objects are arranged in a rectangle. Multiply rows times columns.</p> <p>If objects are irregularly shaped</p> <p>parallelograms:</p> <p>triangles: $\frac{1}{2} (bh)$</p> <p>trapezoids. $\frac{1}{2} (B+b)h$</p> <p>tree shape: ${}_nP_r$?? From stats book on Permutations</p> <p>total irregular. $\lim_{n \rightarrow \infty} \sum_i^n f(w_i) \cdot \Delta x = \int_a^b f(x) dx$</p> <p>I didn't understand this. It was from Chapter 5, page 243. def of integral</p> <p>NOTE: DIAGRAMS did not copy!</p>
<p>Summary: Looked at all the ways to count objects</p> <p>Here are some good possible questions</p> <ol style="list-style-type: none"> 1. How many ways can 2. What is the area of a circle 	



70%

DID: 1,2,3,4,5,8 and 9
DIDN'T: 6,7, and 10

3-1
#18
Rivero, John
August 20, 2018
#1:Class Procedures
Buddy: Joe S.

Grading Homework (Ver. 26) *(includes MyMathLab assignments)*

The purpose of homework is for students to practice and identify strengths and weaknesses. It is the student's responsibility to do and check homework. You are responsible for all information from both class AND homework. "A" students should also do additional problems from the book even when they are not assigned. Tests cover ALL information in the book so make sure you do as much of the homework as you possible can before each test.

Homework grade:

Homework is practice; therefore, homework will USUALLY be graded more leniently than tests or quizzes. Students need to make a complete effort to do all assigned work. It is likely, however, that there will be times when a student can't do a particular problem. In that case, turn in the following on or before the due date.

1. Copy the problem **completely**.
2. Make a **WRITTEN** attempt to do the problem, even if it turns out to be wrong. Submit all attempts.
3. Leave enough space to take notes and/or complete the problem later. **This later work will be done in an alternate color and will be graded at the end of each nine weeks!**

Student Grade:

Students should assign themselves a grade for each homework paper. Students should calculate a percentage correct for problems that they think that they have done correctly. This grade should be written at the top of the homework paper. (See top of this page)

For example: The homework assignment consists of 10 problems. The student feels comfortable with 1-5, 8, 9. Since the student has answered 7 problems, they should write ALL the numbers of the correct problems and the percentage at the top. Center this, **MAKE IT LARGE**. (See top of this page for complete header example)

70% DID: 1,2,3,4,5,8 and 9
DIDN'T: 6,7, and 10

Moodle Assignment FILE NAME: 3118rivero_johnHW10_70a7c3.jpg

#period #School ##Your number Last First HW ## Assignment Number %%%Percentage ANumber Answerd CNumber Not Answered.

The teacher will collect the assignment and assign a grade based on the student's effort.

If the teacher feels that the assignment is a good faith effort, an "A" will usually be assigned. However, this grade can be lowered by any of the following:

1. Homework is significantly late
2. **No student "Homework grade" entry at the top of the page**
3. Too many unfinished problems
4. Unfinished problems that haven't been copied and/or attempted.
5. No or incomplete HEADER.

In addition, problems that the student claims as correct will be randomly checked. Occasionally you may be asked to submit a particular homework problem in class. If a claimed problem is wrong, the grade may be lowered to an "F" or a Zero.

9-weeks Homework Grade:

A significant grade will be assigned at the end of each nine-week period. The entire set of homework MAY be examined for completeness. Keep all homework in your notebook. Make corrections and additions in an alternate color. All homework should be ready to submit without warning at the end of the grading period. Keep up with your homework. Answer keys and Teacher's Edition are available for use during class to find solutions that are not in the textbook.

How to Get an "F"

Because Homework grading is somewhat fluid, some students think that homework can be put off indefinitely. Be assured that each of you has more homework than it is possible to finish UNLESS you work on it consistently. I don't want you to spend 3 hours on a problem that you can't get, BUT I do want you to spend the 3 hours! Set up a schedule. Work regularly. If you get overwhelmed, take a break. Take advantage of being able to turn in incomplete assignments, but MAKE SURE that you address any missing assignments that you haven't truly finished.

Symptoms of an Incipient F

1. You don't do homework.
2. You consistently turn in incomplete homework
3. You don't make any effort to complete any assignments.
4. You wait until the last two weeks and then try to turn it all in at once.
5. Same as 4, but you wait until the last week.
6. Same as 4 and 5, but you wait until the last day.
7. Same as 4,5 and 6 but you try to turn it in after the gradebook closes.
8. etc.

REMEMBER

1. Know and Respect No "A" day. LATE work turned in after NO "A" can only be used to change a failing grade to a D or C.
2. Large packages of work turned in after NO "A": day may only be graded as a 40%.
3. Large packages of work turned in during the last week may not be graded and if they are it will be graded after every other assignment that is turned in. (i.e. It won't be graded)

What should be in the Notes section

1. Daily assignments. Page, Section, Problem numbers.
2. List of any online applets
3. Topics
4. Readings
5. What you did for this class TODAY.

EACH DAY. write a summary of your homework efforts.

1. Pages read
2. Homework problems attempted/completed
3. Barron's problems attempted completed
4. Time spent programming
5. WebWork/Calculus problems completed
6. Practice Test efforts (not just arithmetic)
7. Total time

What should be in the Journals

The purpose of journals is to allow the student a free place to express feelings about the class, personal problems that might affect the student's effort and/or the study of math. The student is free to write on almost anything. It is hoped that the student will fill the journals with meaningful writing. Students who demonstrate a conscious effort are eligible for extra credit. If the student uses this opportunity to "practice their handwriting", it is expected that **ALL** space on the page be filled completely with recognizable English words and/or letters. Meaningless scribbles will receive no credit. Any white space will result in a lowered grade.

Column Number:

On all assignments turned in, place your COLUMN NUMBER in the upper left-hand corner. (see above) The Column Number will be assigned in class. Column Numbers should be **RED**.



PV Cover Sheet (V26.1)

Section	This sheet is due in each week where your period occurs on the 1 st day of that week.	Header	Pts			
1		PD-SCH	-10			
		Class #				
		Last, First				
		Date				
		Assignment		Parent Viewer		
Attach all items in the same order AS IN THE GRADEBOOK						
2	Attach Grade Report to Back (Highlight Final Grade and all F's and Z's)		10			
WRITE current GPA here →						
3	Journals/Moodle Report Journal # 	0 10 20 (-10 for white space)	10			
Last Page, attach to back, facing backwards (ONE PAGE)						
4	Parent Signature:		50			
5	Grade ≥ 80 (no submission needed)					
	or					
	Zeros and F's Explained Attach Missing Assignments <i>(Attach all late work in gradebook order. Use COMPLETE headers)</i> Do NOT attach late practice tests		10			
		Assignments	Explained	Attached?		
	1			Y N		
	2			Y N		
	3			Y N		
	4			Y N		
	5			Y N		
	6			Y N		
7			Y N			
	Used an additional Sheets?	<input type="checkbox"/> Yes (1 2 more?)				
6	(NEW) Correct Unexcused Absences	List Dates	None			
7	All Online Work Report. One page. On Back, Facing Back.	Webwork	Alcumus	MyMathLab	Socrative	10
8	"Self Grading" Notebook by buddy: _____ (name)			5		
Total Points for PV						

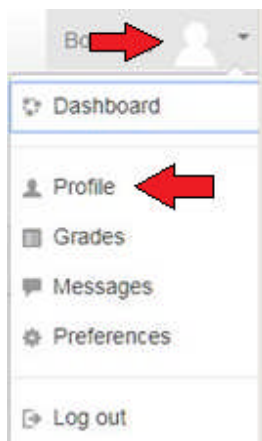
For Teacher: Record Late Submission with penalty? 1 2 3 4 5 6 7 8 9

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Log in

Username

Password



To properly use Moodle, you must update all fields Instructions for Updating your UserName and Information in Moodle

Moodle sorts by FIRST name. Since most programs sort data by LAST name (surname), names need to be entered in **REVERSE ORDER**.
(Put your FIRST name in the SURNAME box and your LAST name in the FIRST name box)

Step-by-Step instructions

1. Log on to Moodle <https://springsoft.com/moodle>
2. Log into your course.
3. Click on your name/image in top right hand corner and select Profile.
3. Click Edit Profile

The actual layout of screen items may vary.

User account

- **Edit profile**
- Change password
- Preferred language
- Forum preferences
- Editor preferences
- Messaging

In EDIT PROFILE Screen edit your information. First edit your name. The number is associated with your school number. (see below)

Sample Data	Your actual data
First name* <input type="text" value="4Maneiro"/>	
Surname* <input type="text" value="Camila"/>	

In this example, the student belongs to Doral Academy High School because of the 4 before the last name in the First Name* field.

Depending on your school, use the following single digits: 1-3029, 2-6030, 3-7009 and 4-7020

Make sure that your First name and Surname are configured like the sample.

Check that your email is correct.

SET City/Town: DORAL2030


Note: the DATE is your GRADUATION YEAR. This student in the sample will graduate in 2030.

Select a country

You MUST select United States.

Students NOT from the United States will be automatically deleted. Deleted Students LOSE ALL WORK!

Scroll down to **OPTIONAL**. You will probably need to click the arrow to Show the fields. Fill in ID number, Institution and Department.

<div>  Optional </div> <div> <div>ID number</div> <input data-bbox="625 459 970 515" type="text"/> </div> <div> <div>Institution</div> <input data-bbox="625 537 970 593" type="text"/> </div> <div> <div>Department</div> <input data-bbox="625 616 970 672" type="text"/> </div> <div> <div>Phone</div> <input data-bbox="625 694 970 750" type="text"/> </div> <div> <div>Mobile phone</div> <input data-bbox="625 772 970 828" type="text"/> </div> <div> <div>Address</div> <input data-bbox="625 851 970 907" type="text"/> </div>		

1. Fill in your student ID number
2. For Institution use the same entry as you did for City/Town. Ie. DORAL2028
3. For DEPARMENT the PERIOD number for you Koski class. If you do not have Mr. Koski in a class, enter **9**.
4. Enter information for PHONE, Mobile phone and Address.

A grade will be assigned when all this information is correctly entered.

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STUDENT INFORMATION SHEET

Period

ID _____ Grade _____

Name: _____
(PRINT) LAST FIRST

Address: _____

Cell-phone Number: _____

Email Address: _____ Web Site: _____

Parent/Guardian(s) Information:	
Name _____	Name _____
Phone (H) _____	Phone (H) _____
Phone (W) _____	Phone (W) _____
Phone(Cell) _____	Phone(Cell) _____
Email _____	Email _____

Last math class: _____ Grade received: _____

Last computer class: _____ Grade received: _____

Textbook Information

Complete Title	Condition	Book Number	Cost	Initials
	A B C D E F			
	A B C D E F			
	A B C D E F			

I realize that I am responsible for all materials recorded on this form. At the end of the year, I will be charged for all unreturned materials and any unrecorded damage. I will receive No CREDIT if the book I return has the wrong label or if the label is missing or damaged. If I transfer from this class, I must be SURE to pick up this form before leaving. I realize that all financial obligations must be paid before I can transfer or graduate.

Signature _____ Date _____

Complete the two financial obligation forms on opposite side of this form.

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1. How to Request a Teacher Recommendation (DIGITAL) (Ver 26)

It is MY job to write a winning recommendation, it is YOUR job to provide all the details necessary to make this possible. The better job you do, the better the recommendation will be.

Online Applications: I still need all the information and items listed below. Get a copy of the online form if possible. If not, ask me for a sample form that you can use to record this information. Make a separate copy for each college. **IF I DON'T KNOW THE ANSWER TO ANYTHING, I WILL STOP!**

MAKE SURE EACH OF THE FOLLOWING IS COMPLETED AND CHECKED-OFF ✓.

Incomplete applications will be returned.

- ☐ Give the teacher PLENTY of time to write your recommendation. A minimum of two weeks is required; more time is better. Don't assume that the teacher has time during the week or that he has all weekend to write your recommendation. **Due Date OCT 11, 2024**
- ☐ College Recommendation Form
 - ☐ **COLLECT** this information. **Fill out the CTI form. REQUIRED** (page 2)
 - ☐ School name and address
 - ☐ **Classes and grades you have taken with teacher**
 - ☐ Number of years teacher has known you
 - ☐ How the teacher knows about you
 - ☐ **MAKE SURE YOUR NAME IS ON THE APPLICATION!!!!!!**
 - ☐ Sign the waiver.
 - ☐ **(Important) Supply 3 words that describe you.**
 - ☐ **Complete these form.**
 - ☐ **Fill out Teacher Evaluation information** from the COMMON APP **OR** for MIT Form A. Those documents are included with this on page 3 and 4-5. If you feel that you deserve either of the top two rankings, please include information that supports that ranking.
 - ☐ **Write** or outline the 7 student essays for Common App. (Page 6) **REQUIRED** for all.
 - ☐ **Submit this completed for to MOODLE.**

Envelop **(not on flash drive) PUT YOUR NAME ON EVERY PAPER IN THE ENVELOPE**

- ☐ Write you NAME and EMAIL ADDRESS on the front of the envelope.
- ☐ Write the DUE DATE **AND YOUR NAME** the front of the application.
- ☐ Receipt Checklist (put your name on each page)
 - ☐ Have a form with a list of all applications submitted and their due dates. Teacher will check off those that are sent out and return the check list to you. **Put your name, email and phone on this.**
 - ☐ Outline of accomplishments Create this in preparation for your essay. You might want to organize the different entries by subject so that you can submit the same outline to all teachers.
- ☐ Essay printed on paper AND submitted on (**Moodle**, disk or flash drive.) (put your name on each page)
 - ☐ Write an essay from the teacher's point of view. Discuss all aspects of what you want a teacher to say about you. Be sure to include as many **details** of activities, awards and grades that you feel are important and that I might know about. DO NOT be afraid to be positive. Explain why YOU are special. I will rewrite the letter, but it is important to know what YOU think is important. If this essay is short or unconvincing, expect your recommendation to be the same. **Put a printed copy in the envelope AND supply this essay on a disk or flash drive.**
- ☐ Carefully re-read the application. You will not see it again and any missing information will reduce your chance of making a good impression.

IF YOU DECIDE YOU DON'T NEED A RECOMMENDATION, TELL ME!!!!!!

A. Samuel Koski
Doral Academy
11100 NW 27th St

Helpful Hint: Create a folder in 9th grade. In it put all records of awards, activities, classes, community service, publications and anything that could be used when writing resumes and college applications. Include dates, number of hours for service projects, and names and contact information for reference / recommendation letters.

COLLECT THE INFORMATION (CTI).

Student Name: _____ ID: _____ email: _____

School Name: _____ School Code: _____

List of Class, Level and Grade

Year	Class Name	Acad Grade	Class Type R H AP DE	Grade Level
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____

In what other context has the teacher known you.

Activity	Year/
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____

Have you signed the Waiver?

☐ Yes☐ No (Application will be returned to you.)

Three words that describe you

Word	Why?
1. _____	_____
2. _____	_____
3. _____	_____

Helpful Hint: Create a folder in 9th grade. In it put all records of awards, activities, classes, community service, publications and anything that could be used when writing resumes and college applications. Include dates, number of hours for service projects, and names and contact information for reference / recommendation letters.

Common App Teacher Checkboxes and Essays

No basis	Quality	Below Average	Average	Good(above average)	Very good (well above average)	Excellent (top 10%)	Outstanding (top 5%)	One of the top few I've encountered (top 1%)
	1. Academic achievement							
	2. Intellectual promise							
	3. Quality of writing							
	4. Creative, original thought							
	5. Productive class discussion							
	6. Respect accorded by faculty							
	7. Disciplined work habits							
	8. Maturity							
	9. Motivation							
	10. Leadership							
	11. Integrity							
	12. Reaction to setbacks							
	13. Concern for others							
	14. Self-Confidence							
	15. Initiative, independence							
	OVERALL							

Support for rankings for OUTSTANDING or TOP FEW.

Quality	Reason or Example	Quality	Reason or Example

Evaluation Please write whatever you think is important about this student, including a description of academic and personal characteristics, as demonstrated in your classroom. We welcome information that will help us to differentiate this student from others. (Feel free to attach an additional sheet or another reference you may have prepared on behalf of this student.)

OR MIT Teacher Recommendation Checkboxes and Essays

A. How has the applicant achieved good grades in your class? Check as many as apply.

- ☐ By consistent hard work ☐ By grade consciousness ☐ By virtue of memory ☐ By brilliance of mind
☐ Other _____

B. Compared to other students you have taught, check how you would rate the applicant.

	A notable weakness	Could be better	Okay	Better than most	Exceptional
1. Interacts well with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Interacts well with teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Works well independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Works well on a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Reacts well to adversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Warmth of personality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Sense of humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Integrity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support for rankings for Better than most or Exceptional

Quality	Reason or Example
1	
2	
3	
4	
5	
6	
7	
8	

C. Do you have any reservations about the applicant's character? ☐ Yes ☐ No

If yes, please explain on a separate sheet of paper.

	A notable weakness	Could be better	Okay	Better than most	Exceptional
9. Academic Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Personal Qualities and Character	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Extracurricular Accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support for rankings for Better than most or Exceptional

Quality	Reason or Example
9.	
10.	
11.	

How strongly do you recommend

this student for MIT: ☐ With reservation ☐ Fairly strongly ☐ Strongly ☐ My strongest recommendation

- E. Describe the quality of the applicant's intellect and academic work. Please comment on the student's originality of thought, ability to grasp difficult concepts, and willingness to take risks and go beyond the normal classroom experience. Please provide specific examples.
- F. Please comment on the applicant's personality and social skills. How would you describe the applicant's ability to interact with teachers? With peers?
- G. Has the applicant ever experienced disappointment, failure, or lived through a personal or emotional crisis? How did the applicant react to these challenges? How might you characterize this applicant's resilience, or style of coping with adversity? Are there unusual circumstances in the applicant's case (personal or academic) that you feel we should know?
- H. Admission to MIT is based upon much more than a set of test scores, grades, and activities. Sometimes applications come with a story behind the story: context. Is there information regarding the applicant's community, school, or background that would place the applicant's successes or challenges into context for us? What's the scoop?

Common App Student Essays (Required for All)

2023-2024 Common Application Essay Prompts

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?

3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?

4. Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?

5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.

6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

Study Group Application (v26)

Some students benefit from systematically working in groups. Groups can reinforce classroom learning and can better keep track of classroom requirements and deadlines. Groups should be formed early and used consistently. Last minute attempts to create study groups may be denied. In addition, keep groups small.

Study Group for _____ marking Period for period _____.

Members of Group

	Name	Current GPA	Total Hours	Final GPA
1				
2				
3				
4				
5				

Practice Schedule (at least two 1.5 practices per week, one outside of school hours)

Date	Start/End	Location	# memb	Initial	Date	Start/End	Location	# memb	Initial

Study Group Members should submit a copy of this form and the summary sheets weekly.

Practice Site(s)

Supervising Adult

The purpose of the study group is to have students meet at a regular place and time to practice mathematics. The supervising adult should check that students did in fact meet at the specified date, time and place. Students will develop a written agreement/plan for supervising adult.

Plan:

Mathematics Teacher : _____

Supervising Adult: _____

Daily Sign-in Sheet

1. _____
2. _____
3. _____
4. _____
5. _____

For each practice date, have each member enter the number of hours of the session.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1																		
2																		
3																		
4																		
5																		

	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1																		
2																		
3																		
4																		
5																		

A one-page summary should be written for each practice. Detail the topics covered, members present and any other pertinent details. Make me "live" the practice.

Elements affecting extra credit

1. Improvement of GPA
2. Inclusion of "special needs" calculus students
3. Number of weekly hours in proposed schedule and percentage of schedule covered
4. Average percentage of members at each meeting.
5. BC Calculus mentor. (BC Calculus mentor gets extra credit in BC)
6. Extra Credit Assignments/Projects completed by the group

While these guidelines were meant to help Calculus students, any group in any class is invited to form a group.